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## ABSTRACT

The methods and activities used by the Pittsburgh Area Center for Teachers (PACT) to involve teachers in continuing professional development activities are described in this paper. PACT's operating principle is that inservice programs must be planned with and conducted by teachers. Inservice education activities include internships, topical workshops, colleague support groups, and teacher networks. Three components of the PACT model are discussed: (1) PACT teacher associates, experienced teachers on sabbatical who act as PACT staff representatives; (2) PACT inservice days with individual teachers, involving collaborative planning, follow-through, and follow-up; and (3) out-of-school, regional programs. A conclusion states the essential factors in PACT teacher motivation. Appended are: (1) a description of a PACT teacher associate position; (2) PACT procedures for school district inservice programs; (3) sample questions for program planning; and (4) assessment forms for PACT programs and services. (FG)

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INVOLVING TEACHERS IN CONTINUING PROFESSIONAL  
DEVELOPMENT: A TEACHER CENTER MODEL

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Today's educators are seeking alternative approaches to traditional inservice training. "Inservice" more often than not, conjures up negative images among classroom teachers, who see it as something handed to or done for them. School districts often limit inservice to a few contract days each year, often occurring when it is convenient to interrupt daily instruction (such as at the end of a report period, when teachers would rather take care of clerical tasks). Any carry-over from one inservice day to the next is usually coincidental, and frequently the topics are neither timely nor tailored to suit participant needs.

At the Pittsburgh Area Center for Teachers (P.A.C.T.) we've adopted a perspective toward professional development that we believe addresses many of the inadequacies of traditional inservice programs. Our operating principle is that inservice programs must be planned with and conducted by teachers. This principle is based on two beliefs: (1) that teachers are able to make decisions concerning their own professional growth; and (2) that the most credible source of information for teachers is other teachers. Further, PACT defines inservice more broadly to include internships, topical workshops, colleague support groups and teacher networks. We encourage and receive cross-district participation. We view "follow-up" as a necessary element of every inservice activity and incorporate it into each program. In sum, no matter what the inservice format, PACT applies problem-solving techniques in identifying and addressing teacher needs. We recognize and train teacher leaders and provide opportunities for them to use their skills.

Research on inservice education strongly supports our approach. Little is known about the relationship between teacher acquisition of new knowledge and change in teacher behavior. Yet, education programs are justified on the assumption that

what teachers learn will improve classroom performance. The professional literature reflects a continuing concern for the inadequacy of research on teacher effectiveness and professional development. The lack of useful research output stems from a recognition that "few consistent relationships between teacher variables and effectiveness can be established." (Weiss, 1978) However, research has indicated that certain criteria, when incorporated into inservice programs, have served to increase teacher receptiveness and thus the likelihood of changed teacher behavior.

#### Criteria for More Effective Inservice Programs

1. "The teacher should have the opportunity to select the kind of in-service activities which (s)he feels will strengthen her/his professional competence." (Brimm, 1974 and Tollett, 1974)
2. "It is the teacher's own definition of his(her) learning needs, rather than school administrators', college professors', or a curriculum committee's definition of need that becomes the starting point for self-improvement." (Zigarmi, 1977)
3. "Teachers need to be involved in the development of purposes, activities, and methods of evaluation for inservice programs . . . such involvement would foster greater commitment on the part of their colleagues for inservice education programs." (Brimm, 1974)
4. In the types of inservice education teachers find most helpful, participation is voluntary. (Zigarmi, 1977)
5. "The hallmarks of effective programs are individualization of instruction and flexibility in approach so as to best meet teachers' needs." (Vaughn, 1975)

6. "Teachers like to learn from each other and find inservice experiences that promote the exchange of ideas helpful." (Zigarmi, 1977)
7. "Inservice teachers are more likely to take the advice of experienced teachers who are currently teaching than other professionals who may have more specialized training but less teaching experience." (Reilly, 1975 and Dembo, 1975)

These criteria form the foundation of the PACT model for involving teachers in continuing professional development. In the following pages we will:

1. highlight some of the unique aspects of the PACT Teacher Associate program,
2. describe the process PACT uses in planning and conducting effective district or building inservice days,
3. explain how PACT successfully involves teachers in workshops, colleague support groups, and teacher networks on a voluntary basis, with no financial reimbursement or incremental credit attached.

#### The Teacher Associate Program

Experience is the best teacher. That statement is not only a familiar maxim, it is the basis of the PACT Teacher Associate program. We draw on the collective teaching experiences of our staff as our primary resource, and we provide new experiences that contribute to a Teacher Associate's personal and professional growth. During his/her tenure, a Teacher Associate can expect to conduct needs assessments and inservice day planning meetings, engage in creative problem-solving with colleagues and clients, research topics about which teachers have expressed an interest, act as a facilitator or presenter at workshops and inservice days, learn how to gain access to community human

and material resources, and deliver papers at local, regional, and national conferences, to name just a few.

We recruit our staff from teachers who are eligible for a sabbatical or who are able to take a leave of absence for one semester or one year. This recent contact with the classroom establishes PACT staff as credible sources of information with teachers who use our services. Appendix A is the description of the Teacher Associate position which we distribute to every school district within our service area and to every teacher on our mailing list.

What kind of experience is it to be a PACT Teacher Associate? We view it as unparalleled inservice training. The feedback we receive from former Teacher Associates confirms this. When we asked them how they believe their experiences as Teacher Associates contributed to their personal and professional growth, they responded by citing examples of new opportunities to which the teacher center exposed them, new attitudes that they developed during the internship, and the ways in which they were applying rediscovered or new-found skills. Here is a summary of the most common remarks:

#### Opportunities for Personal and Professional Growth

- to share and exchange ideas with peers
- to attend workshops related to my discipline
- to develop contacts with other professionals in my field
- to read and research topics that interest me
- to plunge into new areas I would normally not have time for, such as basic computer skills
- to catch up on recent developments in my field
- to travel and be treated as an important person

- to identify career alternatives to teaching
- to conduct a national workshop.

#### Changes in Attitude Resulting from the Teacher Associate Experience

- developed enthusiasm for trying new strategies
- developed less dictatorial attitude about classroom management
- improved attitude toward my own school district after visiting and working in others
- developed more self-confidence; feel "armed" with practical knowledge that replaced fuzzy ideas
- reassured by the similarities among school districts and the common problems teachers share; more aware of my own successes in the classroom; less threatened by the classroom
- believe I can effect change in my own school and in my whole district
- feel more pride about being a teacher, more supportive of the profession
- feel more willing and prepared to share my ideas with colleagues.

#### Applications for Skills Acquired or Refined during Internship

- teach reading and writing in conjunction with my subject matter
- make more frequent use of community resources since I learned how to find them
- use several strategies for managing my paper load better
- use creative problem-solving techniques with students
- make use of time and stress management techniques in my own routine.

One of the explicit purposes of the PACT Teacher Associate program is to develop teacher leaders. While there is a measure of formal training involved (in listening skills and creative problem-solving, for example), there is no substitute for the cumulative effect of new experiences that are part of no

specific plan. Each Teacher Associate determines her/his range of activity for the year and then he/she "learns by doing." Given choice and given the chance, PACT has found that Teacher Associates learn their lessons well.

#### PACT Plan for Effective Inservice Days

Not every teacher will have the chance to serve as a PACT Teacher Associate. For the thousands of educators with whom our teacher center has contact, in-service training is still synonymous with inservice days. PACT welcomes the opportunity to interact with teachers on these occasions, despite the negative feelings that often surface. We have developed a process for planning and conducting inservice day programs which places more responsibility on the participants for the outcome. Appendix B details our district and building inservice program policies. Any administrator in our service area who is responsible for inservice planning receives a copy of our policies at the beginning of the school year. If he/she chooses to use our services, PACT makes sure that the administrator accepts our terms. This is the sequence of events that usually follows:

#### Phase I: Planning

1. PACT schedules a planning meeting for a time and place convenient for the participants.
2. The PACT Program Coordinator and a Teacher Associate lead the discussion at the planning meeting. Appendix C lists some "leading questions" which we use in varying combinations to get the information we need during a planning meeting. Such meetings usually last no longer than 45 minutes to an hour out of appreciation for the many demands upon a teacher's time.
3. The PACT staff review the requests of the planning committee during regular staff meetings and recommend "next steps."

4. The PACT Program Coordinator investigates what resources within and outside the staff are available for the day in question. Individuals on the PACT staff are always given the opportunity to prepare a particular segment of the program. We also try to identify faculty members who are willing to share their expertise with their colleagues. As a last resort, PACT will hire consultants.
5. PACT staff compose a detailed tentative agenda for the inservice day and forward copies to the members of the faculty planning committee, accompanied by instructions on how to collect faculty comments and when to report back to us about their recommendations. (By now, the teachers who serve on this committee realize that they are responsible for this inservice day in many ways. They selected the topics. As representatives of the entire faculty, they had an obligation to put together a program that addresses the needs and interests of the larger group. If it doesn't, their colleagues will let them know. Furthermore, the faculty as a whole will be no more enthusiastic about the inservice day than the planning committee. This places a responsibility on the planners to adopt a positive attitude and "pass it on" since their self-esteem is at stake.) Generally the tentative agenda does not require drastic revision; but if it does, another planning meeting is in order to resolve the conflicts and make changes. It is for this reason that PACT requests one month "lag time" from planning meeting to inservice day.
6. PACT converts the tentative agenda into the final agenda.
7. PACT staff members prepare individual segments of the program and the Program Coordinator meets with consultants and other non-staff facilitators (to familiarize them with the program, answer questions and share with them do's and don't's for working in groups — particularly groups of teachers).

8. PACT staff assemble all materials and prepare packets for each teacher, as well as "faculty lounge folders" which we stuff with short articles related to the program topic(s).

Phase II: Follow-through

1. PACT staff, faculty leaders, and consultants conduct the program as planned. PACT takes advantage of the time when all the teachers are assembled for announcements to acquaint them with our staff, our services and the "teacher center gospel." We also try to make our interaction over the course of the day comfortable and informal. We accomplish this by following these "rules of thumb":
  - a. If teachers are seated, plan to sit with them. Avoid standing over them unless you have to move from group to group or must address a very large group.
  - b. Always do any activity you assign the teachers.
  - c. Start with an introductory exercise. Use name tags (first name only) and introduce yourself using your first name. Disclaim status as an "expert."
  - d. Be flexible; their agenda is more important than your agenda. Digressions which seem non-productive should be cut short, but don't be too quick to judge a digression as being non-productive.
  - e. Be prepared for hostility. Teachers are, perhaps, the hardest group of adults to please. A little humor goes a long way. Don't be afraid to let them see that you are vulnerable.
2. Participants evaluate the entire program in the last 5 minutes of scheduled time. Depending on the nature of the program, we ask participants to write their comments on one of the two forms in Appendix D. Each calls

upon the participant to reflect on what he/she has gained personally from the inservice day. Once again, we try to draw attention to positive experiences and allow the teacher to reflect on them as a "last thought."

### Phase III: Follow-up

1. PACT staff fulfill individual requests for service that we collected from participants, and register teacher leaders in our resource file (N.E.T.).
2. PACT Program Coordinator compiles a summary of the participants' written evaluations, and any "proceedings" from sessions that are of general interest. Copies of these documents go to each inservice day participant.
3. PACT staff will return to the school — if the faculty express an interest — to discuss anything that teachers have tried since the inservice day and with what result. On occasion, the follow-up day is actually another inservice day, complete with a planning meeting, tentative agenda, and so forth. More commonly, follow-up involves a field consultation, putting more information about a topic in the mail to a specific teacher, or responding to some other individual request. In short, it can be whatever the participants want it to be.

We can now draw some conclusions about what elements PACT believes contribute to the success of an inservice day. We cannot emphasize too strongly the value of early and meticulous planning. PACT plans programs with the participants and makes frequent contact with them before the inservice day to make sure that the initial plan is still on target. Any decision to change the agenda comes from the participants. From the beginning the teachers "own" the inservice day. In fact, PACT shifts as much responsibility for the day as possible to the teachers. Not only is this more motivational, it is, in our view, more logical and more honest. Every learner must accept responsibility for her/his own learning. Finally, PACT makes every effort

to accommodate the individual. We do not dismiss an inservice topic because it is a minority request. We schedule options that appeal to three teachers as often as we do those that attract thirty. After the inservice day is over, we try to help individual teachers pursue what they have learned and apply it.

PACT recognizes that inservice days have a "bad reputation" with teachers. Nonetheless we believe we have found a way to make inservice days more palatable to and more productive for teacher-learners.

#### Workshops, Support Groups and Networks

Also included in the PACT definition of inservice are activities convened outside the schools. Workshops held at PACT, support groups meeting wherever the participants desire and N.E.T. (Network for Effective Teaching, a continually expanding resource bank) are among PACT's successful staff development programs. Research repeatedly indicates that it is more difficult to effectively involve secondary level teachers than elementary level teachers in after-school inservice programs. Secondary (grades 7-12) English and social studies teachers constitute the target population for PACT programs. Although each program differs in purpose and opportunity afforded participants, all share several common elements. These include: 1. small group activity; 2. voluntary participation; 3. an agenda that encourages participants to share their success stories; 4. participation by teachers from districts throughout the county (which promotes the "cross-fertilization" of ideas); and 5. a program design which highlights local teacher talents.

In all cases, workshops and colleague support groups grow from the needs which teachers identify through consultations by telephone, at the center, or in the field, and from responses to program announcements in our monthly newsletter.

Two specific examples of past PACT programs will illustrate the elements of success. In the spring of 1980, eighteen area psychology teachers formed a support group with PACT assistance. We provided the meeting place, paid the parking fees, served refreshments, and offered secretarial services to the participating teachers. The two after school sessions lasted one and a half hours each, with the agenda determined by the participants. Each teacher contributed his/her own strategies for surmounting the difficulties of teaching psychology. The informal, small group exchange focused on practical classroom application of proven techniques. Teacher "experts" rather than university people or other outsiders "ran the show."

Similarly, this fall, PACT sent personal, hand-written invitations to twenty-two area poetry teachers who expressed interest in an informal idea exchange about the teaching of poetry. Eight teachers convened at PACT, eagerly shared in the wine and cheese snacks, and generously exchanged novel approaches to the teaching of poetry in the high school. PACT staff members merely facilitated the session. The teacher-participants provided the content and determined the direction of the two hour discussion. In evaluating the program, teachers expressed the desire to continue and expand the exchange.

PACT believes that once given the encouragement and the opportunity, all teachers enjoy sharing their expertise with other teachers. The PACT role, then, is to provide the forum in which teacher talent can surface, leadership skills develop and teachers receive recognition.

N.E.T. refers to a network of teachers with talents and skills to share with colleagues. The day to day experience of teachers is a great untapped resource for improving education practices. Many teachers tell us that other teachers are the most useful, credible source of help with practical classroom issues. PACT acts as the linking agency, referring one teacher to

another. After that it's up to the individual teachers to link with each other at times and places convenient to both parties. As the network grows, so does its use, enhancing the opportunities for teachers to learn from other teachers and for teacher leaders to emerge. When this occurs, staff development is taking place.

Teachers participate in our programs neither for financial gain nor for incremental credit. Our primary concern is individual teacher needs. As we prove to be successful in meeting those expressed needs, teachers will continue to voluntarily involve themselves in after school programs without pay or credit. If the numbers of participants at any given workshop are small and continue to be so, so be it. Our offerings reflect an attempt to meet individual needs. Those teachers who attend PACT functions do so freely. Any teacher or school administrator knows that students tend to learn best when they choose what, when, and how they will learn. Are teacher-learners different? At PACT, we work with the willing.

Other teacher centers are meeting staff development needs in similar fashion. Last summer, PACT sponsored a workshop entitled "Providing Professional Growth Opportunities for Secondary School Teachers." Personnel from twenty teacher centers around the country attended the week-long institute. In one session, representatives from each center participated in a panel discussion for the purpose of identifying the elements which contribute to successful center programs. What follows are excerpts from that discussion:

Southern Regional New Jersey Teacher Center - Camden County.

Program - Invitation sent to all school librarians in the county to come together to discuss common problems and suggested solutions (most responded).

#### Elements Contributing to Success -

1. No one had ever brought all the librarians together before.
2. Librarians took charge of the meeting, and decided this was a valuable opportunity; now the meeting takes place on a regular basis.
3. Center staff acted as facilitator and resource; the site was appreciated as a meeting place.
4. The idea sparked the concept of a County English Teachers' Association and a County Math Teachers' Association.

#### Cowlitz Teacher Center

Program - "Mini-Computers in the Classroom"; a one-half day, non-credit, after school workshop (well attended)

#### Elements Contributing to Success -

1. Computer technology boom - timely.
2. Personal appeal to teachers to learn how it works.
3. Mini-grants available.
4. Teachers developed and taught the class.

#### Palouse Consortium Teacher Center

Program - Work-Parties from 4-7 p.m. at the Center for the purpose of sharing content and process and ideas used by each teacher. The center provided chili or soup and sandwiches and drinks with invitation to specific content teachers.

#### Elements Contributing to Success -

1. Informal sharing and exchanging.
2. Center provided mileage for rural areas (if school didn't).
3. Newsletter far in advance followed by written personal invitation followed by phone calls.
4. Evaluation and chance for follow-up.

In sum, PACT and other teacher centers believe in a few, simple basic principles for conducting workshops and other activities. Teachers are capable of making their own choices about what they need to do for their own professional growth. We believe that everyone has the potential to change and that it is our job to encourage and to support unique teacher interests. Our programs are designed to be responsive; not directive. When we provide a supportive environment in which an individual or a small or large group of teachers work for self-improvement, we have achieved our goal.

### Conclusion

There is no secret to involving teachers in continuing professional development. Professional development is learning, and learning occurs if and when the teacher-learner is properly motivated. PACT knows that these are the essentials in helping teachers to help themselves:

1. Plan programs designed for teachers with the teachers; don't assume what their needs are, ask them what their needs are.
2. Offer a wide range of choice in the types of programs you offer teachers, and in the topics that make up any single program. You can best serve the group by accommodating individuals.
3. Encourage voluntary participation.
4. Believe that teachers can learn from each other. They appreciate and take advantage of opportunities to solve problems and to share their successes and failures with colleagues in and out of their own buildings.
5. Seek out teacher leadership and talent. It is there in your own building and school district. Nurture that leadership and talent and use it.
6. Support and reward teachers who are taking responsibility for their own professional development. An occasional "pat on the back" takes a little

time but makes a big difference in a profession where gratitude and praise are so seldom expressed.

What PACT and other teacher centers have learned about inservice education is too important to keep to ourselves. It is our hope that inservice trainers on all levels will join with teacher centers in the on-going search for better ways of involving teachers in continuing professional development.

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## APPENDIX A

### DESCRIPTION OF TEACHER ASSOCIATE POSITION

PACT is currently accepting applications for the Teacher Associate Program. To be eligible, teachers must have at least five years of experience in secondary schools and must secure a leave of absence or a sabbatical leave from the school district in which they are currently employed. The Department of Education has designated the Teacher Associate Program as a federal "traineeship" program. Participants are eligible to receive up to \$850.00 per month in stipend payments. Health benefits are not included. Teacher Associates are reimbursed for mileage to schools throughout Allegheny County and for expenses incurred in out-of-town travel. All Teacher Associates must own a reliable automobile.

#### PACT Teacher Associates

- help teachers select and adapt (not adopt) materials and strategies which suit individual styles and student needs.
- help teachers find and make better use of existing academic, inservice, and community resources.
- release and develop the potential of teachers who want to enrich their teaching but who need something different from conventional inservice or graduate courses.
- establish a network of people who will give each other long term support for improving their teaching - breakdown the barriers of isolation between teachers and help teachers become interdependent learners - enable expert teachers to find avenues for sharing their skills with colleagues.
- support teachers working under the tension produced by day-to-day life in the classroom - help teachers find creative ways not only to survive but to sustain their beliefs and improve their school climate.
- stimulate teachers' ability to observe, reflect, draw conclusions, define alternatives, and encourage teachers to value their own resourcefulness and professionalism.
- help bridge the gap between the findings of trustworthy educational research and actual classroom practice.

#### Desirable qualities include:

- confidence
- leadership and communication skills
- energy
- willingness to work with adults
- willingness to cross subject area lines to address issues of teaching and learning common to all subject areas
- organizational skills and willingness to attend to detail

We are looking for teachers whose example of intellectual curiosity, determination, and enthusiasm is contagious.

## APPENDIX B

### PACT: PROCEDURES FOR SCHOOL DISTRICT INSERVICE PROGRAMS\*

#### I. Planning

- A. Participants in the inservice program should take part in the planning. We recommend that faculty members volunteer or the building principal(s) invite a representative group to serve on the planning committee.
- B. Planning should begin at least one month prior to the scheduled activity.
- C. The purpose of the planning phase is to determine the content, format, and follow-up activities. The PACT staff will assume responsibility for needs assessment, program implementation and evaluation, and follow-up.
  1. Major emphasis of PACT programs will be in these areas:
    - a. language arts 7-12
    - b. social studies 7-12
    - c. science 7-12
    - d. teacher effectiveness, stress and morale
    - e. classroom management
  2. PACT will give scheduling priority to districts who will plan at least two or more inservice days with structured follow-up activities.
  3. PACT will distribute a tentative agenda with all pertinent details to all school staff prior to the inservice day. Participants have an opportunity to alter the plan at this point.

#### II. Follow-through

- A. PACT staff members will play a coordinating role and assume responsibility for carrying out the plan.
- B. PACT prefers and recommends a policy of participant selection of inservice day options.
- C. PACT will develop a resource bank of leaders/consultants available for inservice programs. We will make special effort to enlist teacher leaders, and to encourage the participants to assume leadership roles.
- D. PACT will absorb all inservice costs except for amenities (coffee, soft drinks, donuts, fruit, etc.)

\*Adapted from policies developed at Northeastern Illinois University Chicago Teacher Center, based on their experience working with school district inservice.

### III. Follow-up

PACT offers the following options for follow-up on an individual and/or group basis:

- A. Visits to individual teacher's classrooms or with individual teachers during preparation time.
- B. Visits to the Center by individuals during preparation time.
- C. Meetings with individual teachers or small groups on a regularly scheduled basis during the year.
- D. Consultation for grant proposal development for a specific school program.
- E. Organize research groups to involve teachers in first hand classroom research on a topic of their choice.
- F. Identify material and human resources for teachers.

### IV. Evaluation

The goal of all PACT programs is to increase teacher effectiveness. All evaluation plans should assess the effectiveness of the program as perceived by the participants, and the extent to which new materials/techniques are incorporated into classroom activities.

## APPENDIX C

### PLANNING MEETING QUESTIONS

1. Have you conducted a needs assessment with the faculty prior to this planning meeting? What were the results? What interests your colleagues?
2. What do you want to accomplish on your inservice day?
3. How will this inservice day fit into your plans for the rest of the year? If you have no inservice plan, can we work on one?
4. What is the nature of your previous inservice training on this/these topics?
5. Which topics are your highest priorities?
6. Which topics might attract the most participants and should be offered more than once?
7. Which topics would be most appropriate for this particular program? Are there any topics that could be handled better at a regular faculty meeting, for example?
8. What district resources are available to you? What building resources?
9. How do you want to divide the time in relation to the topics?
10. Does the faculty have any need for unassigned time (to complete clerical duties, attend department meetings, etc.)?
11. What kind of format do you prefer for the day or each segment of the program?
  - a. formal presentation
  - b. demonstration
  - c. activity with group participation
  - d. informal discussion or idea exchange
12. How would you prefer to evaluate the finished program?
13. What would make the day a success for you?

APPENDIX D

ASSESSMENT OF A PACT SERVICE

Date \_\_\_\_\_

Topic \_\_\_\_\_

School \_\_\_\_\_

1. What did you expect to accomplish at this meeting?
2. In what ways did the meeting meet or fall short of your expectations?
3. Please evaluate the role of the PACT staff at the meeting's activities by circling the appropriate number:

not helpful

very helpful

1

2

3

4

5

Comments:

### INSERVICE ASSESSMENT

Directions: Please circle the numeral on the scale which best describes your reaction to this inservice day.

1. Prior to this inservice, my knowledge of materials and concepts presented was

| 1<br>(low) | 2 | 3 | 4 | 5<br>(high) |
|------------|---|---|---|-------------|
|------------|---|---|---|-------------|

2. The overall usefulness of this inservice for me is:

| 1<br>(low) | 2 | 3 | 4 | 5<br>(high) |
|------------|---|---|---|-------------|
|------------|---|---|---|-------------|

3. The strengths of this inservice day were:

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4. The weaknesses of this inservice day were:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. The information I gained in this inservice day will be useful in my classroom:

Yes \_\_\_\_\_ No \_\_\_\_\_

In what ways:

I would like additional information, individual consultation, and/or follow-up meetings on the following topics:

## PITTSBURGH AREA CENTER FOR TEACHERS

## PROGRAM ASSESSMENT

Directions: Please circle the numeral on the scale which best describes your reaction to this program.

1. The overall usefulness of this program for me is:

| 1<br>(low) | 2 | 3 | 4 | 5<br>(high) |
|------------|---|---|---|-------------|
|------------|---|---|---|-------------|

2. The strengths of this program were:

\_\_\_\_\_

3. The weaknesses of this program were:

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4. Other Comments:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.